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ABSTRACT

The selective, annotated bibliography provides junior high and secondary school teachers with an overview of current materials and resources in economics. Although the primary focus of the bibliography is on the teaching and learning of economics as a social science discipline, some materials also reflect trends in personal and consumer economics. There are five major sections. Basal Curriculum Materials reviews eight textbook programs reflecting a variety of teaching approaches. The 29 print materials, games, and audiovisual materials described in the Supplementary Student Materials section may be used to supplement a basic economics course or to introduce economic concepts into other social studies courses. The Teacher Resource Materials section lists five publications which provide suggestions and ideas for teachers. Six entries in the ERIC Documents section suggest teaching techniques. Three entries in the Organizations and Associations section describe sources of curriculum materials and other relevant publications. All entries in the first three sections provide information about quality, usefulness, instructional approach, grade level, publication date (1975 or newer), and availability. (Author/AV)

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Selective Bibliography in Economics Resources

by

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SELECTIVE BIBLIOGRAPHY IN ECONOMICS RESOURCES

by

Judith E. Hedstrom

INTRODUCTION

This economics education bibliography is one of five bibliographies focusing on new materials and trends in secondary social science education. Topics for the other four are anthropology and world history, behavioral sciences, political science, and United States history. Each bibliography includes the following categories: Basal Curriculum Materials; Supplementary Student Materials, including Print Materials, Audiovisual/Media Materials, and Games and Simulations; Teacher Resource Materials; ERIC Documents; and Organizations and Associations.

The primary focus of this bibliography is the teaching and learning of economics as a social science discipline. However, because of the current emphasis on personal economics and consumer economics, some materials reflecting these trends have been included.

Price and grade level information has been included in the annotations of materials. If the publisher offers a discounted school price, this is the price stated in the bibliography. For the most part, prices are current as of the 1976-77 school year. However, since prices frequently change, they are included only to give the reader an estimate of cost. The stated grade level generally reflects the publisher's or developer's assessment. When the materials also seem appropriate for other levels, these levels are shown in parentheses.

On each of the print materials included, we have conducted a Fry Readability test (Edward Fry. *Reading Instruction for Classroom and Clinic*. McGraw-Hill Book Company, 1972, p. 232). The Fry has been substantiated by research, takes little time to administer, and correlates at an 80-percent rate with other reading scales. The reader should be cautioned, however, that it is an *average* of three different reading passages taken from a text; a book which has passages testing out at the third-, sixth-, and ninth-grade level will average out at a sixth-grade

reading level. But the passages at third-grade level may be too easy, while those at grade nine will be difficult. Although such ranges in reading levels are not found in every text, they are not uncommon. If a text contains both original source documents and author's narrative, a reading analysis on both types of text is indicated.

Materials in the Basal Curriculum Materials section reflect a variety of teaching approaches. Criteria for selecting materials in this section were: (1) Is the material up-to-date (1975 to the present)? (2) Is the interest level fairly high? and (3) Is there a teacher's guide?

Materials in the Supplementary Student Materials section, selected by similar criteria, may meet various needs. For example, materials may supplement a basic economics course, or they may be used to introduce economic concepts into such other social studies courses as American history or government. The Teacher Resource Materials section includes publications which provide suggestions and ideas for teachers but contain no student components.

The ERIC Documents section of the bibliography contains works that are indexed in the ERIC system. These have been selected primarily from the monthly ERIC index, *Resources in Education*. The documents are identified in the citation by their acquisition number (e.g., ED 121 678). If a nearby library or resource center has a complete ERIC microfiche collection, you may use the ED number for locating the document and read it on a microfiche reader. If you would like to order a microfiche or "hardcopy" (xerography) of a document, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. You should refer to the ED number when ordering.

Finally, the subject area designations, which have been assigned to all entries except ERIC Documents, need a word of explanation. Subject terms include the following: Basic Economics, Comparative Economics, Consumer Economics, Current Economic Issues, Economics in Developing Nations, Economic Geography, Economics in History, Economics Instruction, and Human Resources. Many materials represented in the bibliography cover a wide range of economic concepts and topics. Only those terms reflecting the predominant focus of the material have been used in annotations. In a few cases two or even three terms have been appropriate.

The subject terms are self-explanatory, with the possible exception of "Current Economic Issues." This term has been used for materials which focus primarily on one or more of the following issues: inflation, unemployment, income distribution, corporate power, economic bureaucracy, devaluation, economic discrimination, poverty, urban crises, the energy crisis, or pollution.

We have made every attempt to provide current information. However, we suggest that price information be checked with publishers and that the organizations and associations be contacted for current information regarding membership qualifications, dues, and available publications.

BASAL CURRICULUM MATERIALS

TITLE:	*American Economy, The. Analysis, Issues, Principles*
AUTHORS:	Roy J. Sampson, William P. Mortenson, and Ira Marienhoff
PUBLISHER:	Houghton Mifflin One Beacon Street Boston, Massachusetts 02107
PUBLICATION DATE:	1975
GRADE LEVEL:	10-12
FRY READING LEVEL:	11
MATERIALS AND COST:	Student text, hardbound (518 pp., $10.60); student's work guide, paperbound ($2.52); instructor's guide and key, paperbound ($3.99); key to student guide ($1.32); progress tests on duplicating masters ($21.60)
SUBJECT AREA:	Basic Economics

This text, designed for a one-semester introductory economics course, focuses on basic economic concepts; family economics; business, labor, and competition; the national economy; and the international economy. Interspersed throughout the text are case studies on such topics as economic equality for women, the welfare system, and strikes in essential industries, as well as picture essays and brief bibliographies. The authors encourage the use of an analytical approach to economics and have prepared the materials to combine descriptive and analytical approaches. Through the "What Do You Think?" questions that follow each chapter and certain workbook activities, it is hoped that students will recognize alternative solutions to problems and become aware of how their values influence the solutions they prefer.

TITLE:	*Challenges of Our Time. Choices and Decisions: Economics and Society* (from *Concepts and Inquiry* Series)
DEVELOPER:	Educational Research Council of America
PUBLISHER:	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
PUBLICATION DATE:	1972
GRADE LEVEL:	7 (8-9)

FRY READING LEVEL: 9

MATERIALS AND COST: Student text, paperbound (170 pp., $4.50); teacher's guide, paperbound (146 pp., $3.30)

SUBJECT AREA: Comparative Economics, Consumer Economics, Economics in History

Part of a four-part seventh-grade course, this book focuses on economic growth and expansion during the past 100 years, the role of the consumer in the U.S. economy, and a comparison of the ideologies that are linked to particular economic systems. The final chapters deal with social problems brought about by economic change. The major teaching approach is inquiry. Questions interspersed regularly and frequently throughout the narrative are designed to encourage students to analyze the economic and social issues presented. The major objectives for the program include the understanding of concepts; the development of skills, particularly inquiry skills; and the analysis of values.

TITLE: *Comparative Economic Systems: An Inquiry Approach* (from the Carnegie-Mellon Social Studies Curriculum)

EDITOR: Edwin Fenton

PUBLISHER: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

PUBLICATION DATE: 1974

GRADE LEVEL: 9 (10-12)

FRY READING LEVEL: 10

MATERIALS AND COST: Student text, hardbound (296 pp., $6.57); teacher's guide, paperbound (173 pp., $6.33); individual and group activity component ($21.15)

SUBJECT AREA: Basic Economics, Comparative Economics

This one-semester course, based on inquiry and analysis, presents students with three economic models: the traditional economy of the Kwakiutl Eskimos, the market economy of the United States, and the command economy of the Soviet Union. Through these systems, students explore the concepts of values and goals, scarcity and choice, resources, price, production, distribution, and economic growth. Objectives are concerned with the understanding of concepts, the development of inquiry skills,

and the analysis of values. Strategies include readings, directed discussion, role play, simulation, and value dilemmas.

TITLE:	*Developing World, The: Poverty, Growth, and Rising Expectations*
AUTHOR:	James D. Calderwood
PUBLISHER:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
PUBLICATION DATE:	1976
GRADE LEVEL:	7-12
FRY READING LEVEL:	9
MATERIALS AND COST:	Student text, paperbound (310 pp., $3.30); teacher's guide ($0.99)
SUBJECT AREA:	Current Economic Issues, Economics in Developing Nations

This text, which could provide the basis for a semester course, focuses on developing nations, their governments and economic systems, and the economic policies they are adopting. The prevailing problem of poverty is introduced to students through case studies. The book then explores the causes of poverty and slow growth and how the problems are being resolved. Analytical questionnaires are interspersed throughout the chapters; review and discussion questions, along with other activities, are found at the end of each chapter.

TITLE:	*Economics in Society*
AUTHORS:	Suzanne Wiggins Helburn, John G. Sperling, Robert G. Evans, Elizabeth J. Lott, and James E. Davis
PUBLISHER:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025
PUBLICATION DATE:	1974-77
GRADE LEVEL:	9-12 (13-14)
FRY READING LEVEL:	12
MATERIALS AND COST:	Five student texts, paperbound (186-308 pp., $4.95 each, *Concepts and Institutions* also available in hardbound, $7.02); instructor's guide for each title, paperbound (124-155 pp., $3.78 each); *Strategy and Methods*, paperbound (96 pp., $3.06)
SUBJECT AREA:	Basic Economics, Comparative Economics

This course, based on active student participation, was developed at California State University, San Jose, and field tested in more than 50 schools during developmental stages. The five books, which may be used alone or in combination with the others, are *Concepts and Institutions, Industry Performance, National Economic Policy, Communist Economies,* and *Third World Economies.* Used together, they comprise a year-long course. Other course options are outlined in *Strategy and Methods,* a separate guide which introduces the teacher to the program and describes how materials are to be used. The authors hope that the program will have a lasting effect on students' economic reasoning powers and understanding. To accomplish this goal a teaching/learning system has been developed; in this system, subject matter is presented through core essays and programmed learning modules and then applied through activities such as reading, data banks, exercises, case studies, and games. Inquiry and analysis are major teaching strategies. See also *Economics in Society Staff Training Kit* in the Teacher Resource Materials section of this bibliography.

TITLE:	*Geography in an Urban Age. Unit 2: Manufacturing and Agriculture*
DEVELOPERS:	High School Geography Project of the Association of American Geographers
PUBLISHER:	Macmillan Publishing Company, Inc. 866 Third Avenue New York, New York 10022
PUBLICATION DATE:	1969
GRADE LEVEL:	10 (7-12)
FRY READING LEVEL:	12
MATERIALS AND COST:	Student resources book, paperbound (179 pp., $3.15); student manuals (set of 10, $4.65); classroom materials kit ($96.60); additional teacher's guide ($2.10). Separate *Game of Farming* ($50.85)
SUBJECT AREA:	Economic Geography, Economics in History

This unit, which requires five to seven weeks to complete, focuses on economic geography. Specifically, the materials concentrate on manufacturing and agriculture. The unit is divided into nine role-play activities, each designed to teach a major idea or skill. For example, in one activity

students learn that "least cost and maximum profit considerations strongly influence manufacturing location decisions." *The Game of Farming*, which is part of this unit, is an agricultural investment game in which students assume the roles of farmers in three different historical periods. Many of the activities and readings can be adapted for use at the junior high level.

TITLE:	*USA: The Economy* (from *USA* series)
EDITOR:	Kirsten E. A. Borg
PUBLISHER:	McDougal, Littell and Company P.O. Box 1667-S Evanston, Illinois 60204
PUBLICATI	1974
GRADE LEVEL:	10-12
FRY READING LEVEL:	9-11
MATERIALS AND COST:	Student text, paperbound (144 pp., $3.84); teacher's guide, paperbound (42 pp., $0.96)
SUBJECT AREA:	Economics in History

This text, requiring six to nine weeks to complete, is concerned with how the economy has developed in the United States, how it operates, and how it is related to other facets of American life. Chapters focus on the Industrial Revolution, capitalism, economic expansion and depression, and the role of government in the economy. The text contains analytical materials as well as descriptive narratives in the form of case studies, short biographies, primary and secondary sources, and opinionated and "objective" readings. Major objectives are to motivate the students to read, to provide basic economic understandings, and to help students better understand themselves and their society. The teacher's guide includes review and discussion questions, suggested activities, and test questions aimed at developing analytical skills. The book could be used as a supplement to a U.S. history course.

TITLE:	*Using Economics: Principles, Institutions, Issues*
AUTHORS:	Howard L. Hurwitz, Frederick Shaw, and Jacob Irgang

PUBLISHER:	Oxford Book Company A Division of William H. Sadlier, Inc. 11 Park Place New York, New York 10007
PUBLICATION DATE:	1975
GRADE LEVEL:	11-12
FRY READING LEVEL:	11
MATERIALS AND COST:	Student text (608 pp., paperbound $5.43, hardbound $7.02); teacher's guide ($1.29)
SUBJECT AREA:	Basic Economics

This text is comprised of eight units: an introduction to the U.S. economic system, consumer economics, American business, the labor force, farm production, taxes, international trade, and poverty programs. The final chapter compares different economic systems. Addressed within these units are a variety of current economic issues; among them, discrimination against women and minorities, the reasons why some workers earn more than others, environmental problems, and inflation. Concluding each chapter is a section called "As Others See It," in which differing points of view about chapter topics are presented. These sections are intended to motivate discussion and bring into focus divergent views in economic thought. The book is designed as a one-semester course; enough material is provided to enable the instructor to select those topics most appropriate for particular classes.

SUPPLEMENTARY STUDENT MATERIALS

Print Materials

TITLE:	*Buyers Beware* (from *People and the City* Series)
EDITOR/AUTHOR:	Larry Cuban and Barbara Love
PUBLISHER:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
PUBLICATION DATE:	1972
GRADE LEVEL:	9-11
FRY READING LEVEL:	9

MATERIALS AND COST: Student text, paperbound (48 pp., $1.23); *Teacher Tactics 1*, paperbound (46 pp., $1.56)

SUBJECT AREA: Consumer Economics

Part of a series designed for low achievers in grades nine through eleven, this book focuses on consumers in the marketplace--how they can protect themselves and how various organizations and government agencies can protect them. Case studies and vignettes are interspersed with drawings, photographs, charts, and cartoons, all of which are followed by analytical questions. The teacher's guide suggests additional questions and activities. The book could be used for a minicourse or to supplement other social studies classes.

TITLE: *Common Sense II: The Case Against Corporate Tyranny*

AUTHOR: The People's Bicentennial Commission

PUBLISHER: Bantam Books, Inc.
666 Fifth Avenue
New York, New York 10019

PUBLICATION DATE: 1975

GRADE LEVEL: 11-12 (13-16)

FRY READING LEVEL: 8

MATERIALS AND COST: Paperbound volume (108 pp., $1.25)

SUBJECT AREA: Current Economic Issues, Economics in History

The economic similarities between today and the era of the American Revolution are emphasized in this book, which makes a strong case against corporate power in America. The founding principles of our republic are contrasted with the "authoritarian financial institutions that rule America today." Among the chapters are "The Nature of Corporate Authority," "What's Good for GM Is Good for the Country," "What Can Our Paychecks Buy: The Inflation Squeeze," and "A Simple Choice: Corporate Tyranny or Democratic Representation." The book concludes with "A Declaration of Economic Independence." Because of the strong antibusiness bias of the materials, users may wish to use them together with probusiness materials as a basis for comparison and discussion.

TITLE:	*Consumer Reports* and *Teaching Tools for Consumer Reports*
PUBLISHER:	Consumers Union Educational Division 256 Washington Street Mount Vernon, New York 10550
PUBLICATION DATE:	Published monthly, September through May except December
GRADE LEVEL:	9-12
FRY READING LEVEL:	Varies
MATERIALS AND COST:	*Consumer Reports*, monthly periodical (20 or more copies, $0.25 each); *Teaching Tools for Consumer Reports* ($5.00 for 8 months or free with 20 copies of *Consumer Reports*)
SUBJECT AREA:	Consumer Economics

Consumer Reports is a monthly magazine that focuses on consumer issues and informs readers about specific products and services. *Teaching Tools*, a teacher's guide, makes it possible to use *Consumer Reports* in the classroom by offering reading strategies to motivate students, stating concepts and objectives for each article, suggesting discussion questions keyed to the readings, and outlining activities and projects for followup. Occasionally, masters which can be reproduced for students are included.

TITLE:	*Economics in America: Opposing Viewpoints* (from *Opposing Viewpoints* Series)
EDITORS:	David L. Bender and Gary E. McCuen
PUBLISHER:	Greenhaven Press, Inc. 1611 Polk Street, N.E. Minneapolis, Minnesota 55413
PUBLICATION DATE:	1973
GRADE LEVEL:	10-12
FRY READING LEVEL:	Varies
MATERIALS AND COST:	Student text, paperbound,(197 pp. $3.95); simulation game, *Planning Game: Determining Economic Values* ($0.95)
SUBJECT AREA:	Basic Economics, Current Economic Issues

This supplementary text consists of 28 readings on such subjects as economic morality and values, the role of government in the economy, big

business and free enterprise, tax reform, the national debt, social security, and multinational corporations. The book is designed to present alternative points of view which will enable students to analyze the positions of those regarded as experts on the various issues. Exercises interspersed throughout the book give students practice in distinguishing fact from opinion, analyzing cause-and-effect relationships, and recognizing ethnocentrism. The accompanying *Future Planning Game* consists of four activities concerning economic values.

TITLE:	*Life on Paradise Island: Economic Life on an Imaginary Island*
AUTHORS:	W. Harmon Wilson and Roman F. Warmke
PUBLISHER:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
PUBLICATION DATE:	1970
GRADE LEVEL:	4-8
FRY READING LEVEL:	7
MATERIALS AND COST:	Student text, paperbound (144 pp., $3.18); teacher's guide, paperbound (23 pp., $0.36)
SUBJECT AREA:	Basic Economics

The content of this text focuses on limited resources and how they are allocated among members of the Jubilant Tribe on Paradise Island, how the flow of goods and services and money developed on the island, and how individual group decisions influenced the type of economic system which developed. The Jubilant Tribe economy consists of households, firms, government, and foreign trade. Designed to provide both descriptive and analytical background for economic learning, the book is intended to supplement the regular social studies curriculum. The teacher's guide suggests questions and activities relating the story to everyday life.

TITLE:	*Marketplace, The: Modified Market System* (from *Concepts for Social Studies* Series)
DEVELOPER:	Roy A. Price
PUBLISHER:	Macmillan Publishing Company, Inc. 866 Third Avenue New York, New York 10022

PUBLICATION DATE: 1975

GRADE LEVEL: 9-12

FRY READING LEVEL: 10

MATERIALS AND COST: Student text, paperbound (64 pp., $1.59); teacher's edition ($2.01)

SUBJECT AREA: Basic Economics

This book is part of a series focusing on 18 social studies concepts. The series was developed by the Social Studies Curriculum Center, Syracuse University. This particular unit provides a survey of the basic elements, goals, and problems of the modified market system. The book can be used for a minicourse or to supplement existing courses.

TITLE: *Market System, The: Does It Work?*

AUTHOR: James B. O'Neill

PUBLISHER: Dow Jones and Company, Inc.
Educational Service Bureau
P.O. Box 300
Princeton, New Jersey 08540

PUBLICATION DATE: 1975

GRADE LEVEL: 9-12

FRY READING LEVEL: Varies

MATERIALS AND COST: Student text, paperbound (80 pp., $1.95); teacher's edition, paperbound (100 pp., $2.95 or free with 10 student books)

SUBJECT AREA: Basic Economics

This book contains 13 supplementary economic activities focusing on three major concepts: the nature of scarcity, the market system, and the role of government in modifying the market system. The activities, which are based on readings and designed for individuals and small groups, involve students in developing definitions, comparing and contrasting positions on an issue, participating in simulations, and making and defending policy decisions on alternative proposals. The teacher's edition suggests discussion questions and a variety of evaluation exercises.

TITLE:	*PLAN: Individualized Social Science Courses. Economics*
AUTHOR:	Westinghouse Learning Corporation
PUBLISHER:	Westinghouse Learning Corporation 100 Park Avenue New York, New York 10017
PUBLICATION DATE:	1975
GRADE LEVEL:	9-12
MATERIALS AND COST:	Kit includes: 5 student paperbound progress books; teacher's guide, spirit masters, student orientation booklets, tests, and answer pads ($70.50). Additional student books may be purchased individually
SUBJECT AREA:	Basic Economics

Economics is an individualized semester course which consists of seven learning clusters on the following topics: the American market economy; money and banking; economic booms; inflation, recession, and depression; the role of government in the economy; interdependence; and the world economy. The course has been individualized to meet the educational needs of all learners by referring to a wide range of texts written at various reading levels. Specific behavioral objectives related to concepts covered are stated in the student book at the beginning of each lesson. Major student involvement consists of solving problems, reading from various sources, making charts and diagrams, group discussion, and individual research.

TITLE:	*Poverty in an Affluent Society* (from *Inquiry Into Crucial American Problems* Series)
AUTHOR:	David A. Durfee
PUBLISHER:	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632
PUBLICATION DATE:	1977
GRADE LEVEL:	9-12
FRY READING LEVEL:	Varies
MATERIALS AND COST:	Student text (119 pp.; paperbound $2.40, hardbound $5.67)
SUBJECT AREA:	Current Economic Issues

Consisting of 34 articles on poverty in the United States, this book is designed to help students realize that a problem may be viewed from a number of different vantage points. The problem of poverty is addressed primarily from a social point of view; however, the book also includes articles written from economic and political perspectives. The articles are arranged under the following headings: "Is There Anything New About Poverty?," "Being Poor in an Affluent Society," "How Much Poverty Exists in America?," "What Causes Poverty?," "What Are the Effects of Poverty?," and "What Can We Do About Poverty?." Analytical questions follow each article, and involvement activities are suggested at the end of each section.

TITLE:	*Social Issues Resources: Money* (from *Social Issues Resources* Series)
DEVELOPER:	Eleanor C. Goldstein
PUBLISHER:	Social Issues Resources Series, Inc. 8141 Glades Road Boca Raton, Florida 33432
PUBLICATION DATE:	1974-76
GRADE LEVEL:	7-12
FRY READING LEVEL:	Varies
MATERIALS AND COST:	Looseleaf notebooks, each containing 60-100 article reprints ($30.00-$50.00). Yearly updates of 20 articles each are available for each title
SUBJECT AREA:	Basic Economics, Current Economic Issues

Social Issues Resources Series is a collection of looseleaf volumes which contain reprints of articles relative to social issues. The volume entitled *Money* is especially appropriate for economics courses in that it includes 100 article reprints dealing with the issue of money. The articles, selected primarily from magazines, journals, and newspapers, represent many points of view. Such topics as antitrust laws, economic indicators, government spending, inflation, oil prices, and taxes are discussed. Yearly supplements reflecting new developments and changes are published each March and include 20 articles. A study guide accompanying the volume suggests ideas for implementing the materials in the classroom or the library. Because the reading levels of the articles vary, they may be assigned according to individual student abilities.

TITLE:	*Superheroes of Macroeconomics*
AUTHOR:	Steve Jackstadt
PUBLISHER:	Follett Publishing Company 1010 W. Washington Boulevard Chicago, Illinois 60607
PUBLICATION DATE:	1976
GRADE LEVEL:	7-12
FRY READING LEVEL:	5
MATERIALS AND COST:	Student text, paperbound (70 pp., $1.50); teacher's guide, paperbound (15 pp., $0.84)
SUBJECT AREA:	Basic Economics

In a comic-book format, this book deals with national economic goals and policies as well as with the relationships between money, spending, tax policy, GNP, prices, and unemployment. According to the publishers the book is written at a sixth-to-eighth-grade reading level; however, it may be used with students of low, average, or high ability. At the end of each episode in the student book are problems, review questions, open-ended questions, and other activities. The teacher's guide expands upon these and suggests further activities. The book may be used in conjunction with *The Adventures of Primero Dinero* (Jackstadt and Hamada 1970), a book of similar format focusing on the concepts of scarcity, alternative costs, resource allocation, economic organization, and market.

TITLE:	*Young Consumers* (from *Law in Action* Series)
AUTHORS:	Linda Riekes and Sally Mahe
PUBLISHER:	West Publishing Company 170 Old Country Road Mineola, New York 11501
PUBLICATION DATE:	1975
GRADE LEVEL:	6-9
FRY READING LEVEL:	8
MATERIALS AND COST:	Student text, paperbound (93 pp., $3.25); teacher's edition, paperbound (100 pp., $3.25); silent filmstrips ($6.00)
SUBJECT AREA:	Consumer Economics

This unit is part of a series designed to provide students with a practical and functional understanding of the law. Focusing on advertising, contracts, resources for help with consumer problems, and consumer rights and responsibilities, the materials emphasize problem solving and decision making. Strategies include open-ended discussion, role play, case studies, and community involvement activities. The unit may be used by itself as a minicourse, or to supplement other social studies classes.

Audiovisual/Media Materials

TITLE:	*At Issue: Inflation*
AUTHORS:	Suzanne Wiggins Helburn and Katherine E. Chapman
PUBLISHER:	Prentice-Hall Media 150 White Plains Road Tarrytown, New York 10591
PUBLICATION DATE:	1975
GRADE LEVEL:	9-12
MATERIALS AND COST:	Kit includes: 3 filmstrips, 3 cassettes or records, and a teacher's guide ($72.00)
SUBJECT AREA:	Current Economic Issues

The three filmstrips, "It Hurts!," "The Vicious Spiral," and "The Recession-Inflation Rollercoaster," summarize major causes and effects of inflation in the United States. The program surveys effects on families and businesses, considers ways to deal with the problem, details causes and traditional government policies for curbing inflation, and introduces the situation in which inflation and recession occur simultaneously. Activities include values clarification, analytical discussion, student expression, and role play.

TITLE:	*Consumerland: How High the Mountain?*
AUTHOR:	Joel Wells
PUBLISHER:	Argus Communications 7440 Natchez Niles, Illinois 60648
PUBLICATION DATE:	1972
GRADE LEVEL:	7-12

MATERIALS AND COST: Kit includes: 1 filmstrip, 1 cassette or record, and a teacher's guide ($20.00)

SUBJECT AREA: Consumer Economics

This filmstrip is a satire of the patterns of American consumption. The cartoon style and interesting script are suitable for either an introductory or a concluding lesson in a consumer economics course. Discussion questions aimed at clarifying values and an activity in which students evaluate their own expenditures are included in the teacher's guide.

TITLE: *Economic Primer, An: $$$ To Donuts*

DEVELOPERS: David Engler, with Brooke Beebe, Susan Horowitz, and Glen Waggoner

PUBLISHER: Prentice-Hall Media
150 White Plains Road
Tarrytown, New York 10591

PUBLICATION DATE: 1976

GRADE LEVEL: 10-12

MATERIALS AND COST: Kit includes: 4 filmstrips, 4 cassettes, 1 poster, 3 games, and a teacher's guide ($150.00)

SUBJECT AREA: Basic Economics

These materials are divided into four parts: "What Is Money?," "What Things Cost," "Who Earns What and Why," and "The Distribution of Money." Designed to clarify several basic economic concepts, the materials focus on the development of money, the Federal Reserve Board, cost determinants, income distribution, income inequities, and comparative economics. A game or poster activity, recall questions, and discussion questions calling for interpretation and analysis accompany each filmstrip.

TITLE: *Economics and the American Dream*

AUTHOR: Richard F. Koubek

PUBLISHER: Newsweek, Inc.
444 Madison Avenue
New York, New York 10022

PUBLICATION DATE: 1975

GRADE LEVEL: 10-16

MATERIALS AND COST: Kit includes: 3 filmstrips, 3 cassettes or records, 2 case study units with duplicating masters, and a simulation ($75.00 with records, $79.95 with cassettes)

SUBJECT AREA: Basic Economics, Economics in History

The filmstrips in the set focus on the evolution of economics in America. The first filmstrip, "Our Economic Heritage," examines the American market system as it evolved from the nineteenth century through the 1920s; "Contemporary Capitalism" explores economic focus from the 1930s to the present; and "The Future of Capitalism" probes changing problems and alternatives in an age of scarcity. Extensive case studies examine the role of government in controlling the business cycle and the development of the American market system. A simulation, "Competition/ Merger," deals with market control by a monopoly in nineteenth-century America. Suggested strategies and learning activities encourage the development of inquiry and analytical skills.

TITLE: *Economics and the Global Society*

AUTHOR: Richard F. Koubek

PUBLISHER: Newsweek, Inc.
444 Madison Avenue
New York, New York 10022

PUBLICATION DATE: 1975

GRADE LEVEL: 10-16

MATERIALS AND COST: Kit includes: 3 filmstrips, 3 cassettes or records, 2 case study units with duplicating masters, and a simulation ($75.00 with records, $79.95 with cassettes)

SUBJECT AREA: Basic Economics, Comparative Economics, Economics in Developing Nations

The three filmstrips in this kit include: "The Wealth of Nations," which introduces basic economic concepts and explores how different economic systems deal with the problem of development; "Rich Nations/Poor Nations," which analyzes the widening gap between the developed world and the developing world, focusing particularly on emerging global problems; and "Economic Evolution," which examines the concept of interdependence and the feasibility of a global society. Extensive case studies deal with international trade, money, growth, planning, and the world food crisis. The simulation, "Control of the Seas," parallels a real world

conference convened to negotiate claims to the wealth of the oceans. Suggested strategies and learning activities encourage the development of inquiry and analytical skills.

TITLE:	*Multinational Corporations: A Silent Revolution?*
AUTHOR:	Curtis Colby
PUBLISHER:	Current Affairs 24 Danbury Road Wilton, Connecticut 06897
PUBLICATION DATE:	1976
GRADE LEVEL:	7-12
MATERIALS AND COST:	Kit includes: 1 filmstrip, 1 cassette or record, and a teacher's guide ($22.00)
SUBJECT AREA:	Current Economic Issues

This filmstrip introduces students to the concept of the modern-day multinational corporation. Through numerous examples, the filmstrip emphasizes the economic power of these corporations. Positive and negative aspects of the multinationals are pointed out and discussion questions are suggested.

TITLE:	*To Buy or Not to Buy: A Survey of Consumer Issues*
DIRECTOR:	Ralph Nader
AUTHOR:	Melinda E. Blau
PUBLISHER:	Random House, Inc. 400 Hahn Road Westminster, Maryland 21157
PUBLICATION DATE:	1975
GRADE LEVEL:	6-12
MATERIALS AND COST:	Kit includes: filmstrip, cassette, 3 booklets (10 copies each), wall chart, research cards, purchase cards, spirit masters, and a teacher's guide ($99.00)
SUBJECT AREA:	Consumer Economics

This activity-oriented kit is designed to build consumer awareness by alerting students to the many variables and choices involved in purchasing and economic decision making. Using the community marketplace as the "classroom," students individually and in groups investigate

information sources and buying skills that will help them become responsible buyers of small and large purchases and of services. Students also learn how they can make the market more responsive to their needs by becoming active in the legislative process. The major teaching approach is inquiry oriented.

TITLE:	*Unemployment*
CONSULTANT/DEVELOPER:	James Wilson and Perry Morse
PUBLISHER:	Guidance Associates 757 Third Avenue New York, New York 10017
PUBLICATION DATE:	1975
GRADE LEVEL:	9-12
MATERIALS AND COST:	Kit includes: 1 filmstrip, 1 cassette or record, and a teacher's guide ($26.00)
SUBJECT AREA:	Current Economic Issues

This sound filmstrip focuses on the concept of unemployment, its causes and effects, the role of the government in lowering the unemployment rate, and arguments for and against full employment. The teacher's guide includes discussion questions and activities.

Games and Simulations

TITLE:	*Baldicer*
AUTHOR:	Georgeann Wilcoxson
PUBLISHER:	Games Central Abt Associates, Inc. 55 Wheeler Street Cambridge, Massachusetts 02138
PUBLICATION DATE:	1970
GRADE LEVEL:	6-12 (adults)
MATERIALS AND COST:	Cardboard box includes: 20 student manuals, 4 pp.; coordinator's manual, 16 pp.; game parts ($25.00)
SUBJECT AREA:	Basic Economics, Current Economic Issues, Economics in Developing Nations

In this game each of from 20 to 40 participants assumes the role of "food coordinator" for a country of 150 million people. It is the job of the food coordinator to see that all the people in his or her country are fed. Each country starts with a different amount of food; poorer countries are dependent upon richer countries for aid. Each participant feels the pressure of world opinion and realizes that decisions may affect all the people of the world. As they analyze certain economic problems of an interdependent world, students learn about the effects of the population explosion, unequal distribution of resources and technology, and inflation. They also experience the consequences of competition between different economic systems. At least three class periods are required to complete the game.

TITLE:	*Budget: A Simulation of the Struggle for Money in the National Budgetary Process*
AUTHOR:	Charles L, Kennedy
PUBLISHER:	Interact Company P.O. Box 262 Lakeside, California 92040
PUBLICATION DATE:	1973
GRADE LEVEL:	10-12
MATERIALS AND COST:	Game booklet (38 pp., $12.00)
SUBJECT AREA:	Basic Economics

In *Budget*, a simulation requiring three weeks of class time, students interact as the President and his or her advisers, members of Congress, cabinet members, lobbyists, and commission heads in the processes of approving and appropriating a federal budget. Up to 40 specific identities may be assigned; four budgetary goals for each identity and the amount of votes the identity controls in the House and the Senate are also assigned. Students learn that the budget is formed only after much give and take by various factions and considerable soul-searching by those in positions of power. They also learn that the budget is a result of complex forces generated by the national economy and past legislation.

TITLE:	*Building a Rapid Transit System*
DEVELOPER:	Edu-Game
PUBLISHER:	Edu-Game Creative Classroom Activities P.O. Box 1144 Sun Valley, California 91352
PUBLICATION DATE:	1975
GRADE LEVEL:	9-12
MATERIALS AND COST:	Game booklet, 10 pp.; student masters ($2.00)
SUBJECT AREA:	Current Economic Issues

In this simulation, student groups compete to establish an efficient rapid transit system with limited funds. One of the major purposes of the activity is to provide students with an opportunity to discuss and evaluate some of the economic, political, and social problems involved in urban planning, specifically in planning a rapid transit system. Four class periods are required.

TITLE:	*Consumer Education Simulation Games*
DEVELOPER:	Changing Times Education Service
PUBLISHER:	Changing Times Education Service 1729 H Street, N.W. Washington, D.C. 20006
PUBLICATION DATE:	1971-75
GRADE LEVEL:	9-12 (7-8)
MATERIALS AND COST:	Six games, each in an envelope containing a guide, 1-4 pp.; and game parts ($8.95 each, $49.00 for all 6 games)
SUBJECT AREA:	Consumer Economics

This series of games is designed to acquaint students with "real-life consumer dilemmas" and to promote the development of values-clarification and decision-making skills. *The Budgeting Game* teaches principles of money management as students set priorities in budgeting family income for a year. In *Consumer Redress* teams compete to obtain redress for a variety of grievances and become familiar with major channels of appeal. *Househunt* deals with the problems, alternatives, and decisions involved in shopping for a house. Students make decisions on how to invest money

in *Invest*. *Share the Risk* is designed to help students understand the need for buying insurance and how the insurance business works. *Swindle* focuses on bargaining and decision making in the marketplace and demonstrates the need for buyers to investigate carefully before making purchases. The games are also available in six *Consumer Education Multimedia Kits* designed for use as the basis of a year-long consumer education course. The entire class may participate in these games, which require from two to six class periods.

TITLE:	*Exchange: A Simulation of the American Stock Market*
AUTHOR:	Andrea Jane Richardson Taylor
PUBLISHER:	Interact Company P.O. Box 262 Lakeside, California 92040
PUBLICATION DATE:	1976
GRADE LEVEL:	8-12
MATERIALS AND COST:	Teacher's guide, 6 pp.; student guide, 7 pp.($8.00)
SUBJECT AREA:	Basic Economics

Exchange is designed for up to 36 students and requires from five to six class periods. Students learn about stock-market mechanics and gain an appreciation of the array of economic forces affecting stock prices as well as the well-being of all Americans. Students play the roles of individual buyers, foundation directors, mutual fund managers, brokerage firm directors, and exchange accountants.

TITLE:	*Island: A Simulation Game*
AUTHOR:	Colin L. Proudman
PUBLISHER:	Friendship Press, Inc. 475 Riverside Drive Room 772 New York, New York 10027
PUBLICATION DATE:	1973
GRADE LEVEL:	10-12
MATERIALS AND COST:	Envelope includes: general instruction manual, 2 pp.; specific instructions for referee, 3 pp.; poster; game parts ($10.00)
SUBJECT AREA:	Economics in Developing Nations

From 13 to 24 players may participate in this activity, which simulates conditions of economic development in a subtropical island nation. Players, divided into six teams, represent conflicting political and material interests, each seeking control of the island and its resources. Team include the government, a foreign bank, the national labor force, and three foreign companies. Each round of play requires a maximum of 25 minutes.

TITLE:	*Micro-Economy*
AUTHOR:	George Richmond
PUBLISHER:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
PUBLICATION DATE:	1973
GRADE LEVEL:	7-10
MATERIALS AND COST:	Cardboard box includes: coordinator's manual, gameboard, duplicating masters, and game parts ($39.00)
SUBJECT AREA:	Basic Economics, Current Economic Issues, Economics in History, Human Resources

Micro-Economy is a real-estate simulation that may form the basis of a classroom economy over a period of three to six months. Through this simulation students are introduced to the economics of buying and selling and of property ownership. There are opportunities for students to establish and operate businesses, develop a tax program, plan a city, design poverty programs, and simulate many careers, among them real-estate broker, auctioneer, house builder, contractor, city planner, judge, banker, legislator, and architect. The simulation may be adapted to students' own community or to a historical community.

TITLE:	*New City Telephone Company*
AUTHOR:	R. Garry Shirts
PUBLISHER:	Simile II 218 Twelfth Street P.O. Box 910 Del Mar, California 92014
PUBLICATION DATE:	1974
GRADE LEVEL:	9-14
MATERIALS AND COST:	Teacher's manual, transparencies, cassette, 6 team booklets ($15.00)

SUBJECT AREA: Current Economic Issues

From five to 30 students, divided into teams of four or five, may participate in this simulation, which can take from two to five class periods. Trhough group discussion, decision making, and goal setting, students learn about the role of the privately owned, government-regulated corporation in the American economic system.

TITLE: *Spiral: A Simulation of Our Struggle to Control Inflation*

AUTHOR: David Rosser

PUBLISHER: Interact Company
P.O. Box 262
Lakeside, California 92040

PUBLICATION DATE: 1974

GRADE LEVEL: 10-12 (8-9 for above-average students)

MATERIALS AND COST: Teacher's guide, 2 pp.; student guide ($8.00)

SUBJECT AREA: Current Economic Issues

In this simulation, the class is divided into six groups representing labor, government employees, businessmen, farmers, consumers, and bankers/investors. During six class periods, the groups are called by the President to the White House for a special inflation summit conference in which they strive to reduce the inflation rate while trying to attain their interest group goals and maintain their individual freedom.

TEACHER RESOURCE MATERIALS

TITLE: *Beyond Simulation: The Mini-Society Approach to Instruction and Other Social Sciences*

AUTHOR: Marilyn Kourilsky

PUBLISHER: Educational Resource Associates, Inc.
1100 Glendon, Suite 945
Los Angeles, California 90024

PUBLICATION DATE: 1974

GRADE LEVEL: 3-8

MATERIALS AND COST: Paperbound volume (101 pp., $4.00)

SUBJECT AREA: Economics Instruction

Although the approach described in this book is intended for use with upper-elementary classes, it will be of interest to secondary teachers as well, particularly those teaching junior high school students. The dual purpose of the book is (1) to show how teachers can generate within the classroom an actual economic system in which students experience concrete realities and (2) to show how teachers convey to students the economic principles underlying their experiences in the classroom economic system.

TITLE:	*Economic Education Experiences of Enterprising Teachers* (series)
EDITOR:	George G. Dawson
PUBLISHER:	Joint Council on Economic Education 1212 Avenue of the Americas New York, New York 10036
PUBLICATION DATE:	Published annually
GRADE LEVEL:	K-12
MATERIALS AND COST:	Paperbound volumes (approximately 120 pp., $2.00 each)
SUBJECT AREA:	Economics Instruction

These volumes, published annually, describe the entries submitted in the National Teacher Awards Program for Excellence in Teaching Economics. In each volume there is a chapter, comprised of four or five activities, for each of the following: primary level, intermediate level, junior high school level, high school level, and college level. Appended to each of these chapters is a brief description of a number of additional activities.

TITLE:	*Economics in Society Staff Training Kit*
AUTHORS:	Suzanne Wiggins Helburn and James E. Davis
PUBLISHER:	Addison-Wesley Publishing, Inc. 2725 Sand Hill Road Menlo Park, California 94025
PUBLICATION DATE:	1973
GRADE LEVEL:	9-14
MATERIALS AND COST:	Kit includes: manual, 55 duplicator masters, 3 records, game cards, and poster ($95.97)
SUBJECT AREA:	Economics Instruction

This kit is designed for high school teachers, college instructors of economics or social studies methods, inservice teacher trainers, and others interested in social studies teaching strategies or economics content. Reflecting the overall approach of the *Economics in Society* curriculum project, these teacher-training materials incorporate a broad spectrum of teaching/learning strategies which emphasize inquiry learning. Among the activities is a game, *Transact*, which simulates a wholesale market. This game may be used with students as well as in teacher-training situations. A workshop format is outlined for each of the 12 activities. See the annotation of *Economics in Society* in the Basal Curriculum Materials section of this bibliography.

TITLE:	*Educational Games and Simulations in Economics*
AUTHORS:	Darrell R. Lewis, Donald Wentworth, Robert Reinke, and William E. Becker, Jr.
PUBLISHER:	Joint Council on Economic Education 1212 Avenue of the Americas New York, New York 10036
PUBLICATION DATE:	1974
GRADE LEVEL:	K-12
MATERIALS AND COST:	Paperbound volume (134 pp., $4.00, order #205)
SUBJECT AREA:	Economics Instruction

This resource booklet includes an annotated listing of 130 games and simulations for use at the elementary and secondary levels. In addition, it contains several articles on the construction, selection, and use of games; listings of published bibliographies dealing with simulation games; and references to journals, newsletters, and publishers.

TITLE:	*Relevance of Economics in the High School, The: The Developmental Economic Education Program*
AUTHOR:	Phillip Saunders
PUBLISHER:	Social Science Education Consortium, Inc. 855 Broadway Boulder, Colorado 80302 Also available through ERIC (ED 100 790)
PUBLICATION DATE:	1971

GRADE LEVEL: 9-12

MATERIALS AND COST: Paperbound volume (34 pp., $1.60, order #131)

SUBJECT AREA: Economics Instruction

In this paper the author makes a strong case for the teaching of basic analytical skills rather than any particular body of subject matter. In addition, he presents detailed information about the classroom use of and test results on the Pittsburgh Developmental Economics Education Project (DEEP).

ERIC DOCUMENTS

ED 121 678

TITLE: *Innovative Classroom Techniques for Teaching Personal Economics: A Summary of Winning Entries in the 1973-74 Personal Economics Competence Awards Program*

DEVELOPERS: Illinois Council on Economic Education
DeKalb, Illinois
and Montgomery Ward and Company
Chicago, Illinois

PUBLICATION DATE: 1974

MATERIALS AND COST: 16 pp. EDRS price: MF $0.83 plus postage; HC not available from EDRS, order from Consumer Information Services, 20-N, P.O. Box 8339, Chicago, Illinois 60608 ($1.00)

The purpose of the awards program on which the publication is based is to initiate a new merger between economics and education by sharing innovative methods for the teaching of personal economics with all Illinois teachers. Personal economics is defined as the study of the individual's decision-making process and his or her participation in economic life in the roles of consumer, worker, and citizen. The winning entries cover many disciplines and grade levels from kindergarten through grade 12. Each unit summary contains an introduction, a listing of objectives, a description of classroom activities, and evaluation suggestions.

ED 092 463

TITLE:	*You, Too: The Social Science Newsletter for Secondary Teachers.* Volume 3, Number 3
DEVELOPER:	Educational Research Council of America Cleveland, Ohio
PUBLICATION DATE:	1973
MATERIALS AND COST:	4 pp. EDRS price: MF $0.83 plus postage; HC not available from EDRS, order from Dr. Raymond English, Director, Social Science Program, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 ($5.00 a year)

This issue of *You, Too* focuses on teaching economic concepts in the secondary classroom. The information is intended to help teachers deal knowledgeably with topics that arise in classes dealing with history, geography, current affairs, and other social studies. The economic concepts convered are profit, prices and price fixing, inflation, marginal utility, and indifference analysis.

ED 081 675

TITLE:	*Simulated Agribusiness*
AUTHOR:	Howard G. Salisbury III
PUBLICATION DATE:	1973
MATERIALS AND COST:	18 pp. EDRS price: MF $0.83 plus postage; HC $1.67 plus postage

Simulated Agribusiness is designed to provide the high school or college student with a role-playing situation which deals with the complexities and problems of modern agriculture. It is a competitive game played on a hypothetical midlatitude diversified farm in a capitalistic system. The players are faced with a series of decisions that will determine their success or failure--decisions related to land acquisition, crop selection, optional investment, soil bank, crop insurance, and commodity features. A teaching package accompanies the game.

ED 073 991

TITLE:	*Teacher's Guide to the Ninth Grade Course on Our Economic System and Socioeconomic Problems*
DEVELOPER:	Project Social Studies Curriculum Center Minnesota University Minneapolis, Minnesota
PUBLICATION DATE:	1968
MATERIALS AND COST:	75 pp. EDRS price: MF $0.83 plus postage; HC $3.50 plus postage

This teacher's guide for a ninth-grade course on the American economic system includes descriptions of six units of study: (1) "The United States: An Affluent Society," (2) "The American Economy: How Our Economic System Works," (3) "Farm Problems," (4) "The Auto Industry," (5) "Poverty in the United States," and (6) "Political Campaigns, Elections, and The Middle East: An Area Study." Behavioral goals, skills, objectives, and goals related to concepts and generalizations are identified. Suggested teaching strategies based on the inquiry approach are emphasized. In addition, appended charts indicate the specific ways in which goals and objectives are developed in each unit.

ED 064 215

TITLE:	*Economics: Choice Making. Social Studies I. Teacher's Manual*
AUTHOR:	Ella C. Leppert
PUBLICATION DATE:	1968
MATERIALS AND COST:	264 pp. EDRS price: MF $0.83 plus postage; HC $14.05 plus postage

This secondary course focuses upon the following economic principle: In all nations a scarcity of resources along with expanding needs and desires exists; therefore, societies must make economic choices that are infuenced by culture, government, and individual self-interest. Students practice inquiry skills while learning about family, city, and national consumption expenditures; differing and changing human wants; and three types of economic resources--natural, human, and capital. Student materials are incorporated into the guide.

ED 046 822

TITLE:	*Suggested Guidelines for Consumer Education. Grades K-12*
DEVELOPER:	President's Committee on Consumer Interests Washington, D.C.
PUBLICATION DATE:	1970
MATERIALS AND COST:	63 pp. EDRS price: MF $0.83 plus postage; HC not available from EDRS, order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.65)

This curriculum guide presents specific suggestions for initiating or developing an individual consumer education program in grades K-12. Consideration is given to establishing instructional objectives and creating a climate conducive to teaching and learning. Each teacher must develop course content based on the needs and interests of students, but four interrelated topics are suggested here: (1) the consumer as an individual, (2) the consumer as a member of society, (3) the consumer's alternatives in the marketplace, and (4) consumer rights and responsibilities. Each topic area includes samples of learning activities for grades K-3, 4-6, 7-9, and 10-12.

ORGANIZATIONS AND ASSOCIATIONS

NAME:	Committee for Economic Development (CED)
ADDRESS/PHONE:	477 Madison Avenue New York, New York 10022 (212) 688-2063
SUBJECT AREA:	Economics, Political Science, Social Studies/Social Science
GRADE LEVEL:	Secondary and Higher Education
PURPOSE:	To develop an increasing understanding of the importance of the following objectives: (1) preserving and strengthening our free society; (2) achieving steady economic growth at high employment and reasonably stable prices; (3) increasing productivity and living standards; (4) providing greater and more equal opportunity for every citizen; and (5) improving the quality of life.

SERVICES/ACTIVITIES: Provides audiovisual and printed materials for classroom use. Conducts research projects in such areas as international energy policies, controlling inflation, meeting the needs for adequate capital, and adjustment to economic change.

PUBLICATIONS: Newsletter, *CED Newsletter*, published annually (free); *CED Annual Report*, published annually (free); other publications related to a variety of economic and educational issues are available; publications brochure available on request.

NAME: Joint Council on Economic Education (JCEE)

ADDRESS/PHONE: 1212 Avenue of the Americas
New York, New York 10036
(212) 582-5150

SUBJECT AREA: Economics

GRADE LEVEL: Elementary, Secondary, and Higher Education

PURPOSE: To encourage, improve, coordinate, and serve the economic education movement in the United States.

SERVICES/ACTIVITIES: Consultant services; workshops arranged through state councils; letter and phone information requests answered free of charge; reference libraries of economic education materials; programs of state and regional meetings. There are branch councils in 48 states.

PUBLICATIONS: Newsletter, *Progress in Economic Education*, published five times a year (free); *Curriculum Perspectives*, published three times a year (free); *Journal of Economic Education*, published biannually; *Annual Report*, published annually (free). *Checklist* is a free list of all publications.

NAME: National Schools Committee for Economic Education, Inc.

ADDRESS/PHONE: P.O. Box 326
Old Greenwich, Connecticut 06870
(203) 637-4548

SUBJECT AREA: Economics

GRADE LEVEL: Elementary and Secondary Education

PURPOSE: To develop and disseminate teaching aids in simple basic economics.

SERVICES/ACTIVITIES: Consultant and workshop services provided at negotiated fees; publication and research programs.

PUBLICATIONS: *The American Way '76 Bulletin*, issued quarterly (free); information on other publications available on request.